

UNIVERSITY OF PATRAS

School of Humanities and Social Sciences

DEPARTMENT OF PRIMARY EDUCATION

A GUIDE TO THE UNDERGRADUATE PROGRAMMES

2006-2007

University Of Patras
Department of Primary Education



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Foreword

The Department of Primary Education was established in 1982 and began offering courses towards a 4-year university degree during the academic year 1986-1987. Its main responsibility is to foster and further the Sciences of Education through academic teaching and research. One of the fundamental objectives of the department is to educate teachers both at the undergraduate and graduate levels and to equip them with the necessary qualifications and skills in order for them to work in schools and other educational establishments. Current enrolment is nearly 1000 undergraduate and 150 postgraduate students.

The Department undertakes extensive research in education related fields that are linked to the interests of the specific departmental divisions. In addition, it offers in-service teacher training courses and programs to teachers from all over the country. For this purpose the department has established the University of Patras –Didaskaleio, a 2-year in-service teacher training institute.

This English Bulletin has been designed in order to acquaint no Greek speaking students and professors mostly from the European Union countries with the program of study of the Department in order to enhance collaboration between our staff and students through common research and mobility programs such as Erasmus, Leonardo da Vinci e.t.c. It is our belief that this collaboration will be beneficial not only for us but also for the future teachers of Europe.

I would like to express my gratitude to all colleagues and collaborators who worked hard for the translation and the publication of this Bulletin.

*The Chairperson of the Department
Professor Venetta Lampropoulou*

The purpose of this bulletin is to provide useful information about the studies in the Department of Primary Education in University of Patras. It contains the Curriculum along with the analysis of the teaching material and information about each Division and Laboratory. The Curriculum describes the educational activities of the department and establishes the scientific principles which govern the training of graduates in a way that reflects society's contemporary trends at national and international levels. The Curriculum aims to address issues inherent in Greek society as well as to equip graduates with the necessary skills to become effective future teachers.

I believe that the publication of the Bulletin of the Department of Primary Education in English, which has been materialized within the framework of the programme "Restructuring Undergraduate Programmes" (EPEAEK II), will help promote more effective international collaboration and strengthen the contacts with other European universities. In particular, I consider this publication to be another step in our participation in the European dialogue in the field of teacher education, the comparability of studies in the European Union and the mobility of students in the framework of different European programmes such as Erasmus, Leonardo da Vinci, etc.

I hope that this effort will be continued and will contribute to the betterment of our Department's profile to our European Partners as well as to the improvement of the presentation of the Department.

I would like to thank all colleagues and collaborators who worked hard for the translation and the publication of the Bulletin in English and in particular Konstantina Karaindrou and Helena-Fivi Chitiri who took upon themselves the responsibility of its final editing.

Scientific coordinator of the Programme
D. Vergidis
Professor

1 .INTRODUCTION

A few words about the University of Patras

The University of Patras was founded in 1964 and began its operation in the academic year 1966-1967. It is located on the University Campus of Rion, 7 kilometers east of the city of Patras. It is dedicated to the protector of the city, St. Andreas, and carries the symbol of St. Andreas on an X-cross. Other services of the University include a Central University Library and Information Service which offer invaluable resources to all students and visitors. The Library includes a large collection of book titles and currently subscribes to 2.400 periodical titles. In addition, there are extensive electronic resources including CD-ROM data –bases and access to on- line data-bases. All books and periodicals may be retrieved electronically through the Library's network system, which is a subnet of the University's FDDI. The Library offers loan service and photocopy facilities to library users. There are also several departmental libraries offering more specialized material. www.lis.upatras.gr. Apart from this, there is a Conference and Cultural Center which is also located in a modern building on campus. It has a surface area of 9,300 m² with an Auditorium Main Hall of 1080 seats and 700 m² theater stage, an Auditorium that seats 250 people and 14 multi-purpose halls. In this center take place several conferences and symposia as well as art exhibitions and other cultural events. Telematics networks offer an advanced communication infrastructure based on state-of-the art networking technologies and services which provide the Academic Community with high-quality facilities for accessing the global information society. The University of Patras also offers services for the support of both education and research activities to all members of the Community.

The University consists of four Faculties and two independent Departments : Faculty of Natural Sciences, Faculty of Engineering, Faculty of Health Sciences, Faculty of Humanities and Social Sciences, and Departments of Economics and Administration. Each Faculty is divided into Departments. The Department is the basic functional academic unit that covers the cognitive subject of a Science and provides a unified diploma.

2.. DEPARTMENT OF PRIMARY EDUCATION

a) A few words about the Department of Primary Education

The Department of Primary Education of the University of Patras was founded in 1986 and is situated on the University Campus of Rion, a suburb of the city of Patras. According to national legislation, the Department has the responsibility to foster and further the sciences of education. This is achieved through the provision of theoretical knowledge, applied teaching methodologies and research. The Department is, therefore, the basic academic unit which provides new pedagogical knowledge through research and teaching in the sciences of education. The fundamental objectives of the Department of Primary Education are twofold: a) to educate teachers both at undergraduate and graduate levels as scientists and to equip them with the necessary qualifications and skills in order to work in schools and other educational fields and, b) to help students acquire theoretical knowledge in all educational areas and to offer them practical experience necessary for their future careers.

The status of the Department of Primary Education as well as the professional identity of its graduates conform to general Hellenic and European levels and are dictated primarily by the legislation in higher education and the legislative framework which underlies all Greek Departments of Education.

The Department of Primary Education consists of academic staff members, research associates and technical support staff. Specifically, there are: 8 Professors, 4 Associate Professors, 4 Assistant Professors, 7 Lecturers, as well as 7 members of Special Laboratory and Teaching Staff and 4 technical support staff. Finally, there are 5 administrative staff members.

The Department of Primary Education offers the following degrees at the undergraduate and post-graduate levels:

- Bachelor's Degree (Ptychio of the Department of Primary Education)
- Master's Degree (Post-graduate Diploma of Specialization) in Educational Studies
- Doctorate (Ph.D.) in Educational Studies.

The post-graduate programme (M.Ed) includes seven (7) areas of specialization. In addition to the undergraduate and post-graduate studies, the Department has also established the:

- Teachers' College of Primary Education (Didaskaleio)
- Intercultural Education Centre

b)Structure of the Department

There are four divisions within the Department:

1. Division of Pedagogy
2. Division of Psychology
3. Division of Sociology of Education and Educational Policy
4. Division of General Sciences.

The Department includes nine laboratories:

1. Laboratory of Pedagogical Research (includes the Deaf Studies Unit and the Multiculturalism and Intercultural Education Unit) (Division of Pedagogy)
2. Laboratory of Relational Dynamics, Pedagogy and Counseling (Division of Pedagogy)
3. Laboratory of Historic Archives of Contemporary Greek and International Education (Division of Pedagogy)
4. Laboratory of Basic and Applied Psychological Research (Division of Psychology)
5. Laboratory of Cognitive Analysis of Learning, Language and Dyslexia (Division of Psychology)
6. Laboratory of Analysis and Planning of Educational Policy, Sociological Analysis and Documentation of Educational Data (Division of Sociology of Education and Educational Policy)
7. Laboratory of Continuing Education and Training (Division of Sociology of Education and Educational Policy)
8. Applied Sciences Laboratory (Division of General Sciences)
9. Theoretical Sciences Laboratory (Division of General Sciences)

c)Aims :

The Department intends to offer knowledge generated through teaching and research in Education. It equips education professionals with all the necessary scientific and professional skills to

- a. work successfully in education, especially as teachers.
- b. to work in other areas, related to their studies.

To achieve this goal, the education provided by the Department of Primary Education aims at enabling students to analyze, conduct research, and deal in a scientific manner with all issues related to teaching and education and in particular in relation to their pupils and the school.

Generally, the Department aspires to:

- Produce graduates who are conscientious citizen-members of the Greek society, sensitive to the current crisis in education and society and specialized scientists concerned with pedagogical practice.
- Develop new knowledge through scientific research in cutting edge areas of Education, research educational issues in Greece, and communicate findings nationally and internationally.
- Organize graduate programmes in areas of scientific and professional specialization beneficial to Greek education and society.
- Organize in-service education activities for primary and secondary school teachers and educators in general.
- Cooperate with other Departments of the University in areas which lend themselves for an inter-disciplinary approach so as to take full advantage of

the educational opportunities in the applied sciences and technology where the University of Patras has a tradition of excellence.

- Ensure that the Department can fulfill the prerequisites in order to fully utilize the opportunities offered through participation in European programmes and the European integration so as to benefit Greek education and society.

d) Undergraduate Studies

The studies of the Department of Primary Education are 8 Semesters in duration. The degree requires the completion of 240 credits as follows:

34 required courses x 4 credits	:	136 credits.
26 optional courses x 3 credits	:	78 credits
Laboratories	:	3 credits
Fieldwork in teaching	:	23 credits
		240 credits

or

34 required courses x 4 credits	:	136 credits
23 optional courses x 3 credits	:	69 credits
Laboratories	:	3 credits
Fieldwork in teaching	:	23 credits
Undergraduate Thesis		x 9 credits
		240 credits

Degree requirements:

a. The successful passing of written examinations in 60 required and optional courses or in 57 courses and the successful completion of an undergraduate thesis and the passing of related seminars, laboratories, or exercises. The required courses should be taken as follows :

Division of Pedagogy: 12 required courses

Division of Psychology : 8 required courses

Division of Sociology of Education and Educational Policy : 5 required courses

Division of General Sciences : 9 required courses

TOTAL : 34

b. Compulsory participation in and successful completion of fieldwork in teaching and laboratory exercises at the University and schools of Primary Education in the area of Patras.

Additional regulations :

Fieldwork within the teaching of primary school subjects is a continuation of the relevant teaching methodology course that is taught in the same semester.

Every course consists of three hours of lectures per week.

In the 7th and 8th semester students can undertake an undergraduate thesis which carries 9 credits.

The undergraduate thesis is a students' essay on a topic relevant to the area of specialization of a Division of the Department, is related to the courses, and aims to

research a topic, derive conclusions or/and suggest practical applications in some specific scientific field. The undergraduate thesis is evaluated by the Supervisor and another professor of the same or relevant subject. This second examiner is assigned by the members of the Division at the suggestion of the Supervisor

Foreign languages are taught in the Foreign Language Teaching Programme of the University. Students choose the foreign language of their choice.

Courses in music, physical education, aesthetic education and foreign languages make up an independent cycle of courses. From this cycle, students have to choose four required courses.

Fieldwork in teaching

4th Semester

Science Teaching

Required course

5th Semester

Linguistics and Language Teaching

Required course

Practicum : one day per week school observation, 3 hours weekly participation in the Pedagogic Laboratory, and 1 week at school as a teaching assistant and for practice teaching.

6th Semester

Teaching Mathematics

Required course

The practicum for these courses is the same as for “Linguistics and Language Teaching” except that the students practice teaching for a whole week at a school.

7th Semester

Critical Reflective Teaching

Optional course

Theory and Practice

The practicum for this course is similar to that for Linguistics and Language Teaching

8th Semester

Practical Exercises

Required course

This course emphasizes practice teaching and includes two days per week at schools and in the laboratory and 4 weeks of continuous teaching at schools. This course is organized with the co-operation of all the instructors of Teaching Methodology courses.

Laboratories

The laboratories of the Department of Primary Education are connected to the teaching of some courses. In the case that one laboratory is connected to more than one course, the Director of the Laboratory in co-operation with the Director of the Division form the operational framework of the Laboratory. In these Laboratories training is undertaken with a small group of students for 1-3 hours weekly.

Participation is required and is evaluated in conjunction with students' performance in the related course.

e)Postgraduate studies

The Department offers the following post-graduate degrees:

- Master's Degree in Educational Studies with specialization in
 - a1. Educational Policy and Social Exclusion.
 - a2. Educational Organization and Administration.. Administration of Educational Units.
 - a3. Guidance and Counselling for Educators and Human Resources Professionals: Dynamics of relationships, person-centred and ecosystemic approaches.
 - a4. Learning Difficulties, Dyslexia, Education of the Deaf.
 - a5. Inter-cultural Education and Greek as a second or foreign language.
 - a6. Curricula and Teaching.
 - a7. Administration of European Education (EDUMAN, European programme of e-learning).
- Doctorate (Ph.D.) in Educational Studies.

The admission of graduates' into the post-graduate programme is subject to the criteria outlined in article 12 paragraph 2 of the Law 2083/92 passed by the General Assembly of the Greek Parliament for Special Issues. The process continues with written examinations interviews and a recommendation of the Coordinating Committee, which consists of academic staff of the particular area of specialization.

In accordance with Law 2083/92, in order to obtain the Master's Degree (Post-graduate Diploma of Specialization), students need to complete successfully four (4) semesters. The duration of study for the acquisition of the Doctorate (Ph.D.) is between four (4) and ten (10) semesters beyond the completion of the four semesters required for the Diploma of Specialization.

Furthermore, the General Assembly for Special Issues has the right to grant an extension of time upon recommendation of the supervising staff member.

The post-graduate programme offers a total of 39 courses, which cover general scientific areas. Students may take 4 required courses from their specialization, 3 from their second specialization, and 8 courses from other specializations.

Each course is of two hours duration per week and consists of seminars, fieldwork in teaching, labs and research.

Every post-graduate student is obliged to attend a research seminar under the supervision of the Chair of the area of specialization in cooperation with the responsible staff members. The seminar includes presentation of research methods and analysis and presentation of data.

For admissions, you may contact the Secretariat of the Department of Primary Education.

f) Intercultural Education Centre

The Center of Intercultural Education was established in 1997 in the Department of Primary Education of the University of Patras. The Center Director is Professor P. Georgogiannis. He is assisted in his work by a three-member committee, made up by the Dean of the Faculty of Humanities and Social Sciences, the Chair of the

Department of Primary Education, and the Head of the International Relations Office.

The aims of the Center are as follows:

- To organize classes of Greek as a second or foreign language for foreigners who participate in EU programmes.
- To organize classes of Greek as a second or foreign language for foreigners residing in Greece.
- To teach the necessary language skills to foreign students preparing to study in Greek universities.
- To educate teachers of elementary and secondary schools in Greece, teachers of Greek in schools abroad, teachers of Greek to returning Greek immigrants and foreigners on matters of multicultural and intercultural education.
- To produce computer programmes on the Greek language and culture.
- To compile dictionaries of modern Greek for the teaching of Greek to foreigners.
- To organize exchanges and intercultural events by the representatives of various countries in Patras and by Greeks in various countries abroad, with the aim of sharing cultural elements and promoting intercultural communication.
- To promote multicultural theory and research.
- To promote research in all cognitive fields studied by the center.
- To produce appropriate teaching material for all levels of the education system.
- To organize special conferences and seminars.
- To negotiate agreements for cooperation on matters related to the center's sphere of study with similar institutions, either in Greece or abroad.
- To educate Greek teachers who are sent to work in Greek-language schools or University departments abroad.
- To establish a nation-wide network with other institutions dealing with issues pertaining to minorities and multicultural-intercultural education. To set up similar networks with institutions in other countries.
- To take initiatives for the promotion of the Greek language and culture abroad.

3. DIVISION OF PEDAGOGY

Director: Professor
P.Georgogiannis

Teaching-Research Faculty:

Professors:

J. Bouzakis

Contact :

Tel: +302610997685

Email: bouzakis@upatras.gr

Electronic link

www.elemedu.upatras.gr/eriande/dinamiko/master.htm

P. Georgogiannis

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www.georgogiannis.com

Sp. Krivas

Contact :

Tel/fax: +302610997730

Email: kriwas@upatras.gr

V. Lampropoulou

Contact:

Tel: +302610969714,

Email:

V.Lampropoulou@upatras.gr

Electronic link

www.deaf.elemedu.upatras/Lampropoulou/index.htm

Assistant Professor:

J.A. Spinthourakis

Contact :

Tel: +302610969726

Email: jspin@upatras.gr

AIMS:

This Division cultivates the academic disciplines which form the foundation of pedagogy. Specifically, it focuses on:

- “macro pedagogical” phenomena- demographic, economic, social, institutional or cultural phenomena – which allow for an overall view of the role of education,
- “micro pedagogical” phenomena: i.e. biological and psychological phenomena, which range from personal history to the cognitive and socio emotional functions that are directly associated with the work of education,
- didactics of the different domains and subjects, that is, knowledge that supports the methods of education and their transmission mechanisms.

Currently, the Division of Pedagogy seeks to provide education and research in :

- systemic, historical and comparative pedagogy and education,
- philosophy of education and the Code of Pedagogical Ethics,
- elements, perspectives, and subjects pertinent to education in general,
- teaching methodology of the disciplines of Education,
- pedagogical study and analysis of the institution of school over time- internally and externally- of the pedagogical design of the organization, the administration and the assessment of the educational mechanism of the school as well as the work of the teachers,
- new pedagogical trends and relevant experimental applications at the international, European and national (Greek) level,
- guidance and learning intervention from

Special Laboratory and Teaching Staff :

C. Markopoulos

Contact:

Tel: +302610969711

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D.Fotinos

Contact:

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Administrative Staff:

V. Panagiotopoulou

Contact:

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panavasi@upatras.gr

the perspective of inter-school factors of education,

- research and application in the field of Special Education with emphasis on Deaf Education focusing on issues which are indispensable for the education of all pupils in general,
- study of the personality and demands that the educational role creates for the educator as well as the learner, and of the pedagogical relationship between the teacher and the student,
- study of the multicultural and multilingual population of the schools, the research and securing of opportunities for bilingual and bicultural education and the instruction of Greek as a Second Language,
- study and research of the teacher as a person and his/her mental health, of the psychological, social and educational factors that affect his/ her personality, of the problems he/she faces when teaching as well as of his/her education and in-service training,
- multifaceted research and education on didactics and methodology and the corresponding assessment of instructional practice,
- study and analysis of the pedagogical content and of the methodologies of contemporary extra curricular pedagogical activities,
- European perspectives and dimensions of educational work as well as of new thoughts and perspectives and their effect either directly or indirectly on the Greek school.

On the basis of the aforementioned, it becomes apparent that the Pedagogy Division is open to contemporary academic trends. This openness serves as a catalyst for the Division's internal reflection in terms of assessing the appropriateness of its objectives and, where needed, the necessary adjustment. It also helps to promote discussions on the content and the means of affecting academic action,

highlighting instructional work and informing pre-service as well as in-service education.

The following laboratories and their relevant units function within the Division of Pedagogy.

This laboratory includes the following units:

- Deaf Studies Unit
(Head: Dr. V. Lampropoulou)
- Multiculturalism and Intercultural Education Unit
(Head: Dr. J.A. Spinthourakis)

This laboratory includes the following units:

- Relational Dynamics Pedagogy and Counseling Unit
- Ecological-Systemic Pedagogy and Counseling Unit.

Laboratories :

Laboratory of Pedagogical Research

(Director: Dr. V. Lampropoulou)

Laboratory of Carrer Development and Career Counseling

(Director: Dr. S. Krivas)

An office for career guidance and counselling for students operates within this unit.

Laboratory for the Historic Archives of Contemporary Greek and International Education

(Director: Dr. J. Bouzakis)

This Laboratory was established in 1998 within the Department of Primary Education to collect and record historical archival material on Greek and international education. It conducts research on topics in the history of education; maintains a history of education museum; organizes academic functions/conferences/congresses; publishes historical education findings; and provides assistance and support to new researchers.

COURSES	SEMESTER	REQUIRED /OPTIONAL	TEACHING-RESEARCH FACULTY
<ul style="list-style-type: none"> History of Modern Greek Education I 	1 st FALL	REQUIRED	J. Bouzakis Professor Specialisation: History of Modern Greek Education–Comparative Education Contact : Tel: +302610997685 bouzakis@upatras.gr Electronic link www.elemedu.upatras.gr/eriande/dinamiko/master.htm
<ul style="list-style-type: none"> History of Modern Greek Education II 	3 rd FALL	OPTIONAL	
<ul style="list-style-type: none"> Comparative Pedagogy – European dimension in Education 	4 th SPRING	REQUIRED	
<ul style="list-style-type: none"> Special issues in Comparative Pedagogy 	6 th SPRING	OPTIONAL	
<ul style="list-style-type: none"> Intercultural Education and Greek as a Second or Foreign Language 	2 nd SPRING	REQUIRED	P. Georgogiannis Professor Specialisation: Social-psychological approaches in the Educational procedure and Intercultural Education and Communication Contact : Tel: +302610969715-16 E-mail: georgog@upatras.gr gpant@otenet.gr Electronic link www.kedek.gr www.inarta.gr www.georgogiannis.com
<ul style="list-style-type: none"> Teaching Greek as a Second or Foreign Language. 	8 th SPRING	OPTIONAL	
<ul style="list-style-type: none"> Socio-Psychological Approaches to the Educational Process 	7 th FALL	OPTIONAL	
<ul style="list-style-type: none"> Bilingualism and Bilingual Education 	7 th FALL	OPTIONAL	
<ul style="list-style-type: none"> Introduction to Pedagogy 	1 st FALL	REQUIRED	Sp. Krivas Professor Specialisation: Ecological and Systemic Pedagogy Contact : Tel/fax: +302610997730 E-mail: kriwas@upatras.gr
<ul style="list-style-type: none"> Introduction to Ecological–Systemic Pedagogy I 	4 th SPRING	OPTIONAL	
<ul style="list-style-type: none"> School Guidance and Counseling I 	5 th FALL	OPTIONAL	
<ul style="list-style-type: none"> School Guidance and Counseling II 	6 th SPRING	OPTIONAL	

• Education of Deaf Students	6 th Spring	OPTIONAL	V. Lampropoulou Professor Specialisation: Special Education and Education of the Deaf Contact : Tel: +302610969714 E-mail: V.Lampropoulou@upatras.gr Electronic link :www.deaf.elemedu.upatras/ Lampropoulou/ index.htm
• Teaching Approaches in the Education of Deaf Students	7 th FALL	OPTIONAL	
• Introduction to Special Education	5 th FALL	REQUIRED	
• The relationship between language and culture in a multicultural society	3 rd FALL	OPTIONAL	J.A. Spinthourakis Assistant Professor Specialisation: Multilingual Multicultural Education : Curriculum and Instruction Contact : Tel: +302610969725 E-mail: jspin@upatras.gr
• Teaching models and differentiated populations	5 th FALL	REQUIRED	
• Multilingual – Multicultural Education	7 th FALL	OPTIONAL	
• Curriculum Theory and Practice	6 th SPRING	REQUIRED	
• Special topics in the Education of Immigrants and Foreigners	8 th SPRING	OPTIONAL	

**ASSOCIATE FACULTY TEACHING COURSES IN THE PEDAGOGY
DIVISION**

COURSES	SEMESTER	REQUIRED/ OPTIONAL	TEACHING-RESEARCH FACULTY
Philosophy of Education	3 rd FALL	OPTIONAL	I.Dellis Professor Division of General Sciences Specialisation: Philosophy with emphasis on Epistemology –Ethics and Philosophy of Education Contact : Tel:+0302610996164 E-mail: dellis@upatras.gr
Teaching mathematics	6 th SPRING	REQUIRED	D. Potari Associate Professor Division of General Sciences Specialisation: Teaching mathematics:Curricula and Teacher Education Contact : Tel:+0302610997734 E-mail: potari@upatras.gr
Teaching Practice in the Primary School	5 th FALL	OPTIONAL	I.Karantzis Lecturer Division of Psychology Specialisation: Principles of learning and applications in Education Contact : Tel:+0302610997741 E-mail: karantzis@upatras.gr
Practical Exercises	8 th SUMMER	OPTIONAL	

COURSE TITLES and DESCRIPTIONS**SEMESTER
(FALL/SPRING)
REQUIRED-
/OPTIONAL****HISTORY OF MODERN GREEK EDUCATION I****1st
FALL
REQUIRED**

The purpose of this required course is to assist future teachers in developing an understanding of the history of Modern Greek Education. Topics covered include: Historiography, Historiography of Greek education, Modern trends in historiography, The School of Annals. Landmarks in Greek education: Bavarians period, Educational reforms: 1895, 1899, 1913/17, 1929, 1932, 1957/58, 1964/65, 1976/77, 1985, 1997/98, Language selection controversy: Evangelica, Orestiacia, Marasliaca, Atheica of Volos, "the trial of accents". The Educational Association. Education during the period of National Resistance.

HISTORY OF MODERN GREEK EDUCATION II**3rd
FALL
OPTIONAL**

This optional course introduces future teachers to issues related to methodology and problems of interpretation with respect to the history of education. Topics discussed include: History of pedagogical ideas. Local history. Portraits, history of teacher training, in-service and continuing teacher training. History of national curricula for Primary and Secondary Education, Textbooks, Higher Education, Organization, Management and, Supervision of Education.

**COMPARATIVE PEDAGOGY – EUROPEAN
DIMENSION IN EDUCATION****4th
SPRING
REQUIRED**

This course covers issues of methodology and interpretational frameworks. It addresses the following: Modern trends in Comparative Pedagogy. Classical comparative educationalists: Le Thanh Khoi, Kazamias, Kandel, Hans and Schneider. Educational Systems: France, U.S.A., Former Eastern Bloc Countries, Germany, Great Britain, Cyprus, China, Italy and Sweden. Characteristics of the Third World's educational systems. Greek educational system in comparison to foreign systems, Globalization and Education, European Dimension in Education, Educational policy of the European Union, Programmes: Socrates, Tempus, Bologna Declaration.

SPECIAL ISSUES IN COMPARATIVE PEDAGOGY**6th
SPRING
OPTIONAL**

This course addresses modern trends in Comparative Pedagogy. It touches upon the following subjects: Assessment of students and teachers. Training, in-service and continuing teacher training: comparative approach. Entrance Systems for higher education: comparative approach.

Textbooks, curriculum and curricula of analytical programmes: comparative approach. Primary Education: comparative approach. Secondary Education: comparative approach. Higher Education: comparative approach. Integration in schools: Questioning and practice in various countries. Technical-vocational training in various countries. Structure of educational systems. Extended-day public elementary schools. Education for peace and human rights.

INTERCULTURAL EDUCATION AND GREEK AS A SECOND OR FOREIGN LANGUAGE

2nd
SPRING
REQUIRED

The aim of this course is a systematic presentation and analysis of issues related to Intercultural Education. In particular the following are presented: a) Basic concepts and definitions in relation to Intercultural Education, b) Educational models for minority pupils c) Development of the phenomenon of Greek immigration and repatriation, d) Identity issues for minority pupils, e) Ways and means for learning the Greek language as a Second or Foreign Language, either in print or in electronic form, f) Reflections and research results from various areas such as pedagogy, linguistics etc, as far as teaching and enhancing Greek language learning is concerned.

TEACHING GREEK AS A SECOND OR FOREIGN LANGUAGE.

8th
SPRING
OPTIONAL

In this course fundamental principles in the teaching of Greek as a Second or Foreign Language are examined. Firstly, an introduction to the main linguistic theoretical approaches and a comparative presentation of the teaching of the Second or Foreign Language is included. Then, the basic methodological approaches are presented, approaches that have been implemented in the past and are in use currently for the teaching of Greek as a Second or Foreign Language. These include: the traditional, the structural and the communicative approach. New suggestions are proposed. Relevant teaching material is examined, and means and practices for the teaching of Greek as a Second or Foreign Language are analyzed.

SOCIO-PSYCHOLOGICAL APPROACHES TO THE EDUCATIONAL PROCESS

7th
FALL
OPTIONAL

This course examines the historical development of the socio-psychological approach to the educational procedure, its establishment as a scientific field and its transition from a theoretical science into a more research-based area. The socio-psychological approaches to the educational procedure are presented from the point of view of associated scientific areas such as sociology, pedagogy, and psychology as well as the methodology of the scientific research of the socio-psychological approaches in the educational procedure. Moreover, the following theories of social psychology are presented, as: a) Cognitive-Social theory of learning of A.

Bandura, b) Social facilitation theory, c) Identity theories, d) Conflict theory, e) Cognitive dissonance of Festinger etc. At the same time, the application of social psychology, in terms of intercultural social psychology, as it relates to the field of Intercultural Education, and the social psychology theories in populations from different cultural background, that is, in foreign and repatriated pupils and the potential influence of these groups of pupils on the pupil population as a whole are examined.

BILINGUALISM AND BILINGUAL EDUCATION

This course aims at the analytical presentation of the context and of the phenomenon of bilingualism as well as bilingual education. Definitions of bilingualism are examined, the types and models of bilingualism are investigated as well as the issue of the dialect interference on the procedure of second language learning. After a historical examination of bilingual education, the forms and strategies of bilingual education are presented. Lastly, suggestions concerning the intercultural teaching material in bilingual education are presented.

7th

FALL
OPTIONAL

CURRICULUM THEORY AND PRACTICE

The organization of schooling and further education has long been associated with the idea of a curriculum. In this course we explore curriculum theory and practice and its relation to education. This course aims at the systematic analysis of the aspects that are related to the development and implementation of curricula. In particular it focuses on the processes and issues related to: a) defining a target, b) choosing the content, c) choice and specialization of processes of learning, d) choice suitable to rhythms of transition, e) choosing methods of evaluation. Identification and understanding of the underlying philosophical principles, societal expectations, and practical demands which must be considered in the development of curricular offerings, incorporating appropriate instructional and evaluative methodology for a diverse student clientele. All these matters are examined from philosophical, sociological, psychological, and didactic perspectives.

6th

SPRING
REQUIRED

THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE IN A MULTICULTURAL SOCIETY

This course examines the extent to which the language, the culture and the communication in a multicultural society are connected and how the understanding of this relationship can influence teaching and social practices and processes. Definitions and theories about language, culture and communication are presented and examined from related fields.

Some of the topics of this course are:

Definitions of language, culture, communication and examination of their relationship.

The influence of culture on communication in the framework of a multicultural society.

3rd

FALL
OPTIONAL

Interpersonal communication between different cultures.

TEACHING MODELS AND DIFFERENTIATED POPULATIONS

5th
FALL
REQUIRED

This course aims at presenting teaching models and approaches to creating learning environments in the social sciences. These models representing different families of teaching approaches include:

Teaching methods focusing on the individual and/or group, interpersonal capabilities and social adaptation.

Methods of teaching using scientific research models and methods of expanding mental ability.

Application of psychological models during the learning process.

Teaching models include but are not limited to the interactive directing models, models that are used in information-gathering processes, models of personal development, and models of differentiated behavior.

This course also includes topics that are related to the aims of cognitive development under the framework of lesson plan development. There is also a supervised teaching practicum associated with this course.

MULTILINGUAL MULTICULTURAL EDUCATION

7th
SPRING
OPTIONAL

This course aims at presenting to teachers the main concepts that are associated with a multicultural society and the educational system. Definitions and theoretical approaches about the subject, examples of programmes of multicultural education in an international framework are examined. Options, descriptions, aims and examples of multicultural educational practices are presented

In this course we present the necessary knowledge that teachers should acquire in order to be effective practitioners in a multicultural society. The categorization of this knowledge includes:

- Knowledge related to the main concepts of multiculturalism and society.
- Historical and cultural knowledge of main national, cultural and linguistically differentiated groups.
- Educational knowledge related to the adaptation of curricula and introduction to the analysis of the needs of students from different cultural, national and social groups.

SPECIAL TOPICS IN THE EDUCATION OF IMMIGRANTS AND FOREIGNERS

8th
SPRING
OPTIONAL

This course offers students the opportunity to deepen their study of a thematic domain related to the education of immigrants and foreigners. The course follows a seminar discussion format with weekly presentations and debates on the themes chosen.

Some of the topics may include but are not limited to:

- Integration of foreign students in the primary school.
- Education of foreign students in the primary school.

- Relation between school and family of immigrants/ foreigners
- Role of linguistic and cultural variety in school.
- Attitudes of teachers towards students with differentiated language and cultural group identity
- Educational policies and education of immigrants and foreigners.
- Cultural identity formation : School and Society
- Citizenship

INTRODUCTION TO PEDAGOGY

1st
FALL
REQUIRED

The course addresses anthropological–biological prerequisites of Education. It covers the following topics: The human being “open to the world”. Basic meanings of Pedagogy. The scientific character of Pedagogy. Theories on Pedagogy. Essential landmarks in the diachronic evolution of Pedagogy. Purposes of Education. The relation between Education and the rest of the humanistic sciences. The limits of Education. Pedagogy and modern problems. Peace (Pedagogy of Peace). Ecology (Ecological Pedagogy). Multicultural society (intercultural Education). The historical dimension of alternative schools as descendants of Reformatist Pedagogy. The critics of the “existing” school. Models of schools from the movement of “VON KINDE AUS”. English-Latin- American alternative models. European alternative models. Perspectives of alternative schools.

ECOLOGICAL SYSTEMIC PEDAGOGY I

Basic aim of this course is the familiarization of students with system theory in its basic terms, the understanding of theory in modern pedagogy and the possibilities of the theory for the study and the examination of social and pedagogical phenomena.

The theoretical approach that is represented and is analyzed in this course is systemic-constructive (according to G. Bateson and P. Warzlawick). The construction of reality, human relations and communication, construction of reality and environment and its influence on pedagogical theory and action are also examined.

4th
SPRING
OPTIONAL

ECOLOGICAL SYSTEMIC PEDAGOGY II

Aligned with the background developed in the earlier course, this course examines the same subject within the context of the school and the classroom as social subsystems. Very often the course, in the form of seminar, deals with some innovations in the school, e.g. Environmental Education.

6th
SPRING
OPTIONAL

SCHOOL GUIDANCE AND COUNSELING

The course addresses- concepts of Guidance and Counseling. Their development over time. Philosophical fundamentals of Counseling: Theories of vocational development and Career Counseling. Counseling as a function of the teacher and Counseling skills for teachers. Career counseling in the Elementary school. The course includes participation in a workshop.

5th
FALL
OPTIONAL

EDUCATION OF DEAF STUDENTS

The aim of this course is to introduce students to the main issues, problems and current developments in the field of deafness and the education of deaf students.

The medical aspect of deafness and aural rehabilitation is presented as well and includes the following: physiology of the ear, measurement of hearing, management of an auditory environment, and training for the efficient use of audition. New developments in the technology of hearing aids and cochlear implants are also discussed. The educational issues such as early intervention, family issues and counseling parents, evaluation of students, philosophical issues concerning the education of deaf students, placement issues such as inclusion, special schools and units, communication approaches with deaf students, linguistics of language development and sign language and deaf community issues as well as history of deaf education, legislation and empowerment of deaf people are presented.

The students also visit schools for the deaf, observe the teaching methods and environments of deaf students.

TEACHING APPROACHES IN THE EDUCATION OF DEAF STUDENTS

The main objective of this course is to acquaint students with the main approaches, practices and materials of teaching deaf students. The course consists of a theoretical and a practical part. The theoretical part focuses on the linguistic and communication approaches and recent research in language development and literacy in deaf children, language curricula, development of materials, assessment of techniques, teaching subject areas to deaf students, adapting curricula and materials, using technology to teach, developing planning skills to teach deaf students in accordance with the principles of behavioral objectives approach, development of observational skills for assessing students, and creating individualized educational plans and materials. Students in this course are assigned to work under supervision with deaf students in a school for the deaf. The purpose is to provide them with supervised experience on a practical basis.

6th
SPRING
OPTIONAL

7th
FALL
OPTIONAL

INTRODUCTION TO SPECIAL EDUCATION

The aim of this course is to acquaint student teachers with

5th
FALL
REQUIRED

special education and to help them become aware of the various educational modifications necessary to accommodate children with special needs in a school programme. Theories, terminology, prevalence, characteristics and educational approaches for children with various disabilities as well as the history of special education, the different schools of thought, the social attitudes towards people with disability, the legislative provisions, early intervention and the different school models are some of the subjects of this course. Field visits are required in integration units and special schools to observe and interact with students with disabilities.

PHILOSOPHY OF EDUCATION

This course examines Philosophy of Education as a secondary branch of Philosophy. Topics covered include: Philosophy of Education as “meta-theory”; Education and Weltanschauung; Education and democracy; Education and ideology; Education and society; Educational aims; Educational ideals; Naturalistic Pragmatism; Romantic Naturalism; Existentialism. Instrumentalist Philosophy of Education; Rational Humanism; Theories of values (Plato, Augustine, Descartes, Dewey); Descartes’ principles as tools for constructing an educational method; Empiricism as an answer to the quest for knowledge and its educational implications; The emergence of the philosophical and educational thought in the 18th century.

3rd

FALL
OPTIONAL

TEACHING MATHEMATICS

This course covers the principles and methods of instruction applied to teaching mathematics. It explores the following topics: Theories of learning mathematics (PIAGET, BRUNER, DIEMES, SKEMP); Language and Mathematics; Problem solving and the role of open problems in teaching mathematics; The role of technology in teaching mathematics (pocket calculator, computer, video). The relationship between research and school practice. Topics in teaching geometry. The course includes a supervised teaching Practicum..

6th

SPRING
REQUIRED

TEACHING PRACTICE IN THE PRIMARY SCHOOL

5th

FALL
OPTIONAL

The aim of the course is to prepare students for their teaching practice. More specifically, the course includes topics related to:

1. Attitude and behaviour of the schoolteacher in the school classroom.
2. Analysis of individual units of teaching (examples and applications).
3. Short presentation on the structure and content of school books and demonstration of ways the schoolteacher can use them in class . (following the basic principles of learning)

4. Short examination of the main points of teaching approaches to elementary school subjects (examples and applications).
5. Design and planning of teaching elementary school subjects (examples and applications).
6. Engaging students in the classroom: The example of projects (Cross Curricular thematic approach, inter – disciplinarity, examples of projects).

4. DIVISION OF PSYCHOLOGY

AIMS:

Director : Professor C.D.Porpodas

The aim of the Division of Psychology is to teach and conduct research on psychological issues which are related to education and teaching.

Teaching-Research Faculty :

Professor:

C.D.Porpodas

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Nowadays, in order for teachers to respond effectively to their duties, they need, more than ever, to know the person whom they are teaching, i.e. the students. Therefore, the science of Psychology (as a science concerned with the study of the human mind) aims at providing university students with knowledge, which will help them to know their students in order to teach them in a way that they will learn effectively

Assistant Professor:

H.Skodra

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In the Division of Psychology, all subjects of psychology related to education and teaching are studied and cultivated with a view to providing better information and training to the students (and future teachers).

Lecturers:

K.Diakogiorgi

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More specifically, the teaching and research of the Psychology Laboratories aim at analyzing, transmitting, producing and making use of knowledge pertaining to:

I.Dimakos

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- Specifying and analyzing the theoretical, methodological, and research problems of the science of psychology, and the criteria and methods of analyzing, studying and researching psychological issues.
- Analyzing, studying and researching the cognitive processes which underlie the process of learning and the acquisition of knowledge.
- Researching the mental processes that contribute to the acquisition and use of language.
- Analyzing, researching and studying the mental functions of reading and writing, which are a prerequisite for school success.
- Diagnosing and determining the cognitive, emotional and generally psychological disorders underlying learning difficulties.
- Studying, analyzing and investigating the specific learning disability of dyslexia in the Greek language.
- Analyzing and studying the make-up and the development of the personality and all the issues related to it.
- Analyzing the role of the individual within his or her social group in an intercultural environment and all the parameters which

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contribute to the individual adapting to and cooperating with others.

- Studying and researching all those aspects which characterize humans as developing, learning, thinking, acting, socializing, desiring and feeling individuals.

The Division of Psychology offers required and optional courses, based on their degree of relevance to the work of the teacher in the classroom.

The courses recommended in the sample programmes are arranged in such a way so that the student will gradually obtain all the necessary knowledge, progressing from the general to the specific. In this way, by the end of their studies, the students will have acquired both the knowledge and methods of analysis needed in order to “know” their pupils, make “a diagnostic evaluation” of their learning difficulties and acquire the necessary cognitive foundation of the science of Psychology. The latter is essential for a teacher’s work, as well as being a pre-requisite for successful post-graduate studies in Psychoeducational issues. For this reason, it is recommended that the students take the courses in the order indicated in the sample programmes, and contact the Head and members of staff of the Division. Both they and the Lab staff will be able to advise and inform students on matters relevant to psychological literature, Greek and foreign scholarly societies in Psychology, Greek and International Psychology Conferences, Greek and foreign books and periodicals on Psychology, etc. The course work of the Division includes practice sessions in the Psychology lab and/or the submission of relevant essays or projects. It is also possible to write a graduate thesis under the supervision of faculty members.

Laboratories:

a) Laboratory of Cognitive Analysis of Learning, Language and Dyslexia

Director : Prof. C.D.Porpodas

b) Laboratory of Basic and Applied Psychological Research

Director : Prof. C.D.Porpodas

COURSES	SEMESTER	REQUIRED /OPTIONAL	TEACHING – RESEARCH FACULTY
<ul style="list-style-type: none"> • Introduction to Cognitive Psychology • Reading, Writing and Dyslexia • Experimental Analysis of Reading and Writing in the Greek Language • Applications of Diagnostic Evaluation and Treatment of Dyslexia and Learning Problems 	1st FALL 4th SPRING 6th SPRING 8th SPRING	REQUIRED REQUIRED OPTIONAL OPTIONAL	C.Porpodas Professor Specialisation: Educational and Developmental Psychology with emphasis on Special Education Contact: Tel: +30261991483, porpodas@upatras.gr
<ul style="list-style-type: none"> • Counselling Psychology in Primary Education I • Psychology of the Family • Counselling Psychology in Primary Education II • Counselling Psychology for Women and Children: Special topics 	7th FALL 7th FALL 8th SPRING 8th SPRING	OPTIONAL OPTIONAL OPTIONAL OPTIONAL	H.Skodra Assistant Professor Specialisation: Counseling Psychology of Women and Children (emphasis on special issues, as well as Psychology of the Family) Contact: Tel: +302610997738 Email: E.Skodra@upatras.gr
<ul style="list-style-type: none"> • Developmental Psychology I 	2nd SPRING	REQUIRED	K.Diakogiorgi Lecturer

<ul style="list-style-type: none"> • Developmental Psychology II • Psycholinguistics I • Psycholinguistics II 	6th SPRING 3rd FALL 7th FALL	OPTIONAL REQUIRED OPTIONAL	Specialisation: Developmental Psychology, Emotional and Personality Development Contact : Tel:+302610997740, Email: kdiakorgiorgi@upatas.gr
<ul style="list-style-type: none"> • Methodology of research in Psychology I • School Psychology I • School Psychology II • Psychology of Written Expression 	3rd FALL 3rd FALL 4th SPRING 6th SPRING	REQUIRED REQUIRED OPTIONAL OPTIONAL	I.Dimakos Lecturer Specialisation: School Psychology with emphasis on Psychology of Written Expression and Learning Difficulties Contact: Tel:+302610997772 Email: idimakos@upatras.gr Electronic link: www.elemedu.upatras.gr/dimakos/index.htm
<ul style="list-style-type: none"> • Application of learning principles in education • Application of learning principles to the understanding of mathematical and natural concepts 	5th FALL 6th SPRING	OPTIONAL REQUIRED	I.Karantzis Lecturer Specialisation: Principles of learning and applications in Education Contact : Tel :+302610997741, Email: karantzis@upatras.gr

Vacant positions :

1. Social Cross Cultural Psychology

2. Educational Psychology with emphasis on children with special education needs.

COURSE TITLES and DESCRIPTIONS	SEMESTER/ REQUIRED- OPTIONAL
<p>INTRODUCTION TO COGNITIVE PSYCHOLOGY The purpose of this required course is to introduce students to Cognitive Psychology, which is the scientific field of analysis, study and research of cognitive functions. It covers the following topics: cognitive and information processing and the acquisition of knowledge; the role of Cognitive Psychology in training teachers and learning (learning processes and knowledge acquisition); Defining Cognitive Psychology - Cognitive Psychology as “The Cognitive Revolution in Psychology”. Comparison with other theories. Information processing. Perception: cognitive readiness, mechanisms, process, factors, models, dysfunctions, diagnosis, intervention, applications. Memory: Visual-Auditory Memory, Storage - Retrieval, Memory Models. Working Memory (definition, factors, utilization), Short-Term Memory, Long-Term Memory (episodic memory, semantic memory). Strategies for memory storage, factors affecting the loss of information from memory. Comprehension and Memory. Utilization of Memory. Information Representation in Memory (what and how is represented -Propositions - Declarative and Procedural Knowledge). Language as a means of Learning, Knowledge Acquisition and Communication (nature-development- interpretation-factors-language character). Thought: Definition-Function-Development. The relation between Thought and Language: definition, analysis and interpretation. The Cognitive function of Problem Solving (definition, strategies, factors).</p> <p>READING, WRITING AND DYSLEXIA This required course covers the following topics: The importance of Reading. Definition of Reading. Speech and Reading. Written Speech and the Greek orthographic system. Greek alphabetic writing. Nature and development of written speech. Neuropsychological basis of Reading. Central Nervous System. Eye-Movements. Educational implications and applications. Psychological and Cognitive presuppositions of Reading. Intelligence. Perception. Memory. Educational Extensions and applications. Phonological Awareness of the structure of language and its role in learning to read. Structure of language. Phonological structure of words in verbal speech. Definition and development of conception and the frame of phonological awareness. Evaluation and practice methods of phonological awareness. Levels of Phonological Awareness in preschool and early school-age children. The relation between Phonological Awareness and reading acquisition. The relation between Phonological Awareness and learning to write. Conclusions and educational applications. Basic reading processes. Cognitive skills underlying basic reading processes. Word recognition. Cognitive strategies in word recognition. The presentation of basic reading skills. A model of basic reading word recognition in the Greek language. The learning and teaching of reading.. The necessity of analysis of the reading process and instructional methods in Greek . Learning to read</p>	<p>1st FALL REQUIRED</p> <p>4th SPRING REQUIRED</p>

<p>in relation to the writing system. Two models of learning to read. The teaching method for learning to read. Educational implications and applications.</p> <p>Learning and acquisition of knowledge through Reading Comprehension. Comprehension, Memory and Learning. The relation between comprehension and memory. Educational implications and applications.</p> <p>The evaluation of reading and the identification of reading difficulties in school class.</p> <p>Reading evaluation and reading difficulties. Main reading difficulties. The evaluation of basic reading processes. The evaluation of reading comprehension. Basic principles in reading evaluation. The interpretation of reading evaluation.</p> <p>Writing. Cognitive analysis of writing. Learning to write in grade one. Orthographical difficulties. Confronting orthographical difficulties.</p> <p>B. The specific learning disability of Dyslexia.</p> <p>Dyslexia as distinct from other language learning disabilities. Study and research on Dyslexia: Historical overview. Causes of Dyslexia. Designative and diagnostic methods of Dyslexia. Dyslexia from the view of Cognitive Psychology of reading and Writing. Cognitive analysis, study and research on Dyslexia and the contribution of the Research and Diagnostic Unit of Dyslexia of the Department of Education at the University of Patras. Dyslexic children. Characteristics of dyslexia in behavior, reading and writing. The Teacher's role. Teacher training in the confrontation of Dyslexia. The problem of dyslexia in Greece. Diagnosis and confrontation of Dyslexia in the Greek language.</p>	
<p>EXPERIMENTAL ANALYSIS OF READING AND WRITING IN GREEK LANGUAGE</p> <p>In this laboratory course, fundamental aspects of the cognitive processes involved in the acquisition of learning to read and write in Greek are analysed in depth. Students enrolled in this lab course complete independent research in the laboratory of the Division supervised by the Professor.</p>	<p>6th SPRING OPTIONAL</p>
<p>APPLICATIONS OF DIAGNOSTIC EVALUATION AND TREATMENT OF DYSLEXIA AND LEARNING PROBLEMS</p> <p>In this course students will compose a research paper in order to deepen their knowledge of the basic cognitive processes underlying the acquisition of reading and writing in the Greek language.</p>	<p>8th SPRING OPTIONAL</p>

<p>COUNSELING PSYCHOLOGY IN PRIMARY EDUCATION I</p> <p>This course addresses the basic principles of psychology as well as specific principles of counseling psychology. Counseling Psychology, depending on the problem at hand, will often be seen to use in- depth interviews with individuals as well as certain techniques of group therapy. The variety of psychological models which are being used in this area, include, psychoanalysis, humanistic psychology, cognitive, cognitive- behavioral, behavioral psychology, rational emotive type of therapy as well as feminist psychology. The basic aim of this area in psychology is the application of principles of Educational psychology which contribute to the learning process as well as well as to cognitive behavioral aspects of behavior.</p>	<p>7th FALL OPTIONAL</p>
<p>COUNSELING PSYCHOLOGY IN PRIMARY EDUCATION II</p> <p>This course continues the study of theoretical and practical approaches introduced in COUNSELING PSYCHOLOGY IN PRIMARY EDUCATION I Please note that for the most part, this course can be seen as a specialized course which focusses on issues not covered in Part I.</p>	<p>7th FALL OPTIONAL</p>
<p>PSYCHOLOGY OF THE FAMILY</p> <p>Within the context of applied psychology (or counseling psychology), the area of Psychology of the Family focuses not only on how a family is or is not functional as a whole, but it also considers the development of children Psychology of the family, with its emphasis on the nuclear family or the one-parent family, or even the extended family, does affect how the child or children relate to each other at school, in other interpersonal exchanges, etc.. We often find that the dysfunctional family (regardless of form) does have a very negative cognitive and behavioral effect on the child or children.</p>	<p>8th SPRING OPTIONAL</p>
<p>COUNSELING PSYCHOLOGY IN PRIMARY EDUCATION II</p> <p>This course continues the study of theoretical and practical approaches introduced in COUNSELING PSYCHOLOGY IN PRIMARY EDUCATION I Please note that for the most part, this course can be seen as a specialized course which focusses on issues not covered in Part I.</p>	<p>8th SPRING OPTIONAL</p>
<p>COUNSELING PSYCHOLOGY OF WOMEN AND CHILDREN: SPECIAL TOPICS.</p> <p>This area focuses on the “psychological problems” of women. Theses problems may arise from divorce or from having to take care of a child or children by oneself. Finally, “women’s problems or psychological issues may result from the double role they often are required to play, as both mothers and full time workers in the labor force.</p>	<p>8th SPRING OPTIONAL</p>
<p>DEVELOPMENTAL PSYCHOLOGY I</p>	<p>2nd</p>

<p>Basic themes and issues covered in this course include: Child Development Theories. Research Strategies: common methods of child study. Determinants of Development: Biological Foundations and Environment. The Sequence of Child Development and The Processes that underlie it. The Interdependence of all Domains of Development – Physical, Cognitive, Emotional and Social. Infancy: Early Learning, Motor Skills and Perceptual Capacities. Physical Growth. The Development of the Brain. Cognitive Development: Piagetian and Vygotskian Perspectives: Piaget’s Cognitive Developmental Theory: The Sensorimotor Stage (birth to 2 years), The Preoperational Stage (2 to 7 years), The Concrete Operational Stage (7-11 years). Vygotsky’s Sociocultural Theory: Children’s Private Speech, Social Origins of Cognitive development</p>	<p>SPRING REQUIRED</p>
<p>DEVELOPMENTAL PSYCHOLOGY II</p> <p>The course addresses the following topics:</p> <p>A) <i>Cognitive Development: An Information – Processing Perspective</i> General Models of Information Processing, Developmental Models of Information Processing. Attentional Processing, Children With Attention-Deficit Hyperactivity Disorder. Development of memory: Short – Term or Working Memory, Long-Term Memory. Development of Metacognitive Awareness.</p> <p>B)<i>Emotional and Personality Development</i> Emotional Development. Theories of Emotional Development. Development of the Expression of Discrete Emotions. Understanding and Responding to the Emotions of Others. Attachment Development.</p> <p>C)<i>Personality Development</i> Temperament and Development. Measuring Temperament. Stability of Temperament. Genetic and Environmental Influences. Temperament as a Predictor of Children’s Behavior. Temperament and Behaviour Problems.</p>	<p>6th SPRING OPTIONAL</p>
<p>PSYCHOLINGUISTICS I</p> <p>Topics studied in the course include: An overview of the development of language. Theoretical approaches to Language Acquisition. The biological basis of Language .Communication. Development in Infancy. Phonological Development: Learning Sounds and Sound Patterns. Semantic Development: Learning the meanings of words. Morphological and Syntactic Development. Pragmatic Development. Meta-linguistic Development. Individual Differences in Language Acquisition. Atypical Language Development.</p>	<p>3rd FALL REQUIRED</p>
<p>PSYCHOLINGUISTICS II</p> <p>The course addresses the following themes: An overview of Language Processing. Theories of Language Processing. Research methods in the study of language processing. Cross-linguistic study of language processing: language specific and language</p>	<p>7th FALL OPTIONAL</p>

independent factors in language processing. Language Comprehension. Language Production. The development of meta-linguistic capacities: The study of on-line grammaticality judgments. Language processing in aphasia.	
<p>METHODOLOGY OF RESEARCH IN PSYCHOLOGY I The course covers the following topics: Definition of science and scientific research, purpose of research, formulation of scientific problems, selection of research methods. Items and advisability of scientific methods. Methods of data collection. Quantitative and qualitative methods. Laboratory research and field research. <i>Partialities and problems of scientific process and their avoidance.</i> Matters of ethics. Sampling (random, representative, probability, layered sampling e.t.c). Items of variables and measurements. Contiguity research (advantage and disadvantages, polls, scales of attitudes, contiguity and causality). Experimental research (advantages and disadvantages, formulation and control of cases, research plans, simple and factorial designs, main and simple effects, interaction, control of irrelevant variables, analysis of data and statistical measures). Methods of data collection (i. e. questionnaire, interview, archives research, observation). Matters of validity and reliability in research Writing a research report</p> <p>SCHOOL PSYCHOLOGY I The course includes the following topics: Introduction to School Psychology. Historical Evolution of Psychology in general and of School Psychology in particular.. School Psychology in Greece – Legal and statutory framework. The work of the school psychologist –Rendering of health services in school.</p> <p>SCHOOL PSYCHOLOGY II This course is a continuation of the previous one and deals with the confrontation of pupils with learning and behavioral problems in school and the psychological support of pupils and teachers. The systems of School Psychology in Greece are compared with the systems in other countries.</p> <p>PSYCHOLOGY OF WRITTEN EXPRESSION This course addresses the evolution and the cognitive process of written expression. Theoretical trends, models of the writing process, the characteristics and stages of this process and the difficulties of written expression are presented.</p>	<p>3rd FALL REQUIRED</p> <p>3rd FALL REQUIRED</p> <p>4th SPRING OPTIONAL</p> <p>6th SPRING OPTIONAL</p>
APPLICATION OF LEARNING PRINCIPLES TO EDUCATION	5th FALL

<p>The aim of the course is to successfully connect theoretical principles of learning from the Sciences of Education with school practice. More analytically, the course covers the following topics: Exploitation of the right of the student to diversity in learning: Insights from the Sciences of Education. The psychological - social environment of the classroom. How the schoolteacher should work in the classroom taking into consideration student progress. Application of cooperative learning principles to the classroom. Student involvement in the classroom: Project-based learning. Methods for improved studying through the effective and systematic use of school textbooks. Activities for the improvement of memory performance Activities that promote creative and critical student thinking. Activities that promote students' metacognitive skills.</p> <p>APPLICATIONS OF LEARNING PRINCIPLES TO THE UNDERSTANDING OF MATHEMATICAL AND SCIENTIFIC CONCEPTS</p> <p>The course addresses the following themes: Fundamental cognitive principles of mathematics learning. The role of comprehension in the construction of mathematical concepts. The development and comprehension of fundamental mathematical concepts.</p> <p>The development of skills in mental calculation and the implementation of numerical calculations; the role of memory. Solution of simple verbal problems: Children's skills and processes in the solution of problems - Linguistic comprehension - Transformations (applications of cognitive theories). Construction of fundamental concepts in Natural Sciences: Children's ideas and activities related to the development of scientific concepts. The importance of experimentation with simple materials for the comprehension of natural concepts.</p> <p>Basic geographical concepts: Causal relationships between these concepts as a tool for the comprehension and maintenance of knowledge in long-term memory.</p> <p>TEACHING PRACTICE IN THE PRIMARY SCHOOL</p>	<p>OPTIONAL</p> <p>6th SPRING REQUIRED</p>
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6. DIVISION OF SOCIOLOGY OF EDUCATION AND EDUCATIONAL POLICY

AIMS :

Director : Professor I.Katsilis

Teaching –Research Faculty

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Special and Laboratorial

Teaching Staff:

A.Adamopoulou

The fundamental aim of the Division of Sociology of Education and Educational Policy is to teach and conduct research in Sociology of Education and Educational Policy, in order to give students the opportunity to study the social role of Education and Educational Institutions, the social role of Educators and the social origins of school knowledge. Through their coursework students will develop the capacity of analysis and synthesis and the ability to adapt to new situations.

The teaching and research in the Division generally aim at producing, transmitting and putting to good use knowledge that has to do with:

- The social intervention between the child and any item of knowledge during the learning process – such as the language of teaching, the social significance of the lesson's content, the social relationships between teacher and pupil, the social characteristics of the educators themselves and their position in the immediate and wider social structure.
- The scientific areas which examine and analyze critically the social relationships at school and the position of the school in the immediate social structure – such as dominant social models and the social relationships of the immediate social environment, the relationship between school and family, the incorporation of pupils into the immediate social environment.
- The Educational Policy regulations which govern the way the school functions, as they relate to the main Educational Policies of the Ministry of Education, political parties, teacher's unions, etc.
- Social parameters that affect pupils' performance in different subjects; the

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dominant view of the role of education and its importance in relation to the specific needs of social groups and age groups and the family's prevalent notions.

- Scientific areas which examine the role of the Educational system in relation to the structure of Greek society (equality of opportunities, social structure, social reproduction), the social implications of student performance evaluation; its relationship to access to different educational levels and, consequently, to social stratification and social reproduction.
- The scientific areas which examine the legal framework of education and educational administration and organization; pre- and in-service training at all levels; the relationship of statutory, administrative and organizing frameworks to national educational policies, and the social and educational implications of these applications.
- The scientific knowledge which analyses the role of education and initial and continuous training in social and economic development, its relationship to the economy, and the limitations the economic situation places on the Educational process.
- The scientific knowledge that analyses the European policies on Education and initial and continuous training, as well as the European programmes of research, education and initial and continuous training, in order to understand the interconnections between education, educational practices and their effects on a social context wider than the Greek one, one that includes the Education of Greek immigrants abroad and the education of minorities in Greece.
- Finally, the theories, methodologies and systematic study and research techniques of various epistemological approaches in relation to relevant conceptual frameworks on education and its historic development.

The structure of the coursework in the above-mentioned fields of knowledge involves theory, analysis, methodology and techniques and includes both required and optional courses. Depending upon their content and aim, there

are courses which rely solely on lectures or on a combination of lectures with lab practice, seminars and seminars in combination with lab practice.

The courses offered at the outset of the programme permit students to be exposed to the entire range of scientific knowledge and thought pertaining to the Division's area of study. The courses and the relevant lab sessions aim at educating and training the student in the following types of knowledge:

- from the basic sciences to the fundamental theories and methods of social analysis.
- from the applied sciences to a global analysis of the Greek Educational reality.
- from the development of basic research techniques to the conscious rejection of the practices of rote learning and school essay writing.

By using global analysis and critical study approaches, the Division attempts to provide students with a complete picture of its study content in all its forms (theory, analysis, methodology, techniques). Thus, as students progress in their studies, they will be able to integrate new knowledge into this initial spherical knowledge base, until they themselves begin to intervene scientifically, modifying the composition of that picture. According to this system of assisting students in assembling a picture of the Educational reality themselves, it is recommended that the structure of the courses and the relevant educational activities provide a corresponding range of optional courses. The selection can be better understood as a "path" on a "network" of relationships and hierarchies of educational activities, in which the courses are the "hubs". More specifically, the Division aims at studying the subject of Sociology of Education as a scientific discipline and includes the theories and methods of research for the confirmation of existing knowledge and theories for the development of new ones. The clearly analytical character of this aim determines the content of Sociology of Education as a scientific discipline, whose object is Education and its interaction with society, a discipline with all necessary scientific tools to develop new knowledge in

the field.

Its second aim is to study the Educational phenomena and the Educational institutions within their social context. This study contributes to the elucidation of the way pupils enter the hierarchically structured educational system and, following that, the similarly structured society itself; the role of education and schooling in Greek society and specific societies; the mechanisms, which cause educational and social change. Such a study contributes to an understanding of the relationship between the educational process and students' experience with their future social and professional integration. This knowledge contributes to the social sensitization of the educators themselves, through their understanding of the social role of the school and of their own role as a social agent. It also contributes to the development of students' and future educators' cultural identity and social conscience through the study of contemporary Greek educational and social reality.

A third aim is to assist students and future educators in the development of scientific and social abilities and skills in the analysis of the social reality of each pupil, of the class as a whole, of the school and the community as a social entity. It also assists students to select and develop educational practices and ways of educational and social intervention which are compatible with their own concept of the educational process, the way it interacts with their pupils' current social reality and the latter's future social integration.

The Division includes the following laboratories:

Laboratory of Analysis and Planning of Educational Policy

Sociological Analysis of Educational Data, Documentation.

Director : Assoc. Prof. I.Katsillis

Laboratory of Continuing Education and Training

Director : Prof. D. Vergidis

COURSES	SEMESTER	REQUIRED /OPTIONAL	TEACHING–RESEARCH FACULTY
<ul style="list-style-type: none"> • Educational Policy • Education of Gypsy children • Adult Education 	1st SPRING 5th FALL 7th FALL	REQUIRED OPTIONAL OPTIONAL	D.Vergidis Professor Specialisation: Adult Education and Educational Policy Contact : Tel: + 302610997732, +0302610996244, Email: vergidis@upatras.gr
<ul style="list-style-type: none"> • Education and Social Stratification • Descriptive and Inferential Statistics • Social Sciences and Education Research 	4th SPRING 5th FALL 6th SPRING	OPTIONAL REQUIRED OPTIONAL	I.Katsillis Professor Specialisation : Sociological Educational Research and Sociological Statistics using Computers Contact : Tel: +302610997769 Email: jkats@upatras.gr
<ul style="list-style-type: none"> • Ethnology of Education • European Educational Policy • Greek Educational Policy : Special topics 	1st FALL 7th FALL 8th SPRING	OPTIONAL OPTIONAL OPTIONAL	G.Stamelos Associate Professor Specialisation: Function of Educational institutions and Educational Policy Responsible for the Unit : Educational Policy and Analysis of Educational Institutions Contact : Tel:+302610997602 Email: stamelos@upatras.gr Electronic link http://www.elemedu.upatras.gr

<p>The increase in the number of Gypsy children attending school stirred new racist reactions, which revealed that the social exclusion of Gypsies is neither of their own choosing, nor a result of some supposedly cultural incompatibility, but a result of local power relations.</p> <p>The new racist practices against Gypsies in relation to school can be classified in two categories:</p> <ol style="list-style-type: none"> Active exclusion of Gypsy children from school, either by dynamical mobilizations of local society, violence or more usually by threats or soft administrative ways. Passive exclusion of Gypsy children from school through marginalization and simple tolerance of their presence. <p>ADULT EDUCATION</p> <p>The last decades, scientific, technological and socio-economic developments had as result the increase and the radical differentiation of knowledge that is necessary concerning professional and social life. Thus, school education of any grade is not anymore sufficient during our lifetime.</p> <p>Needs leading to the development of adult education all over the entire world shaped also its content. In general, following categories are determined:</p> <ol style="list-style-type: none"> social training and civic education literacy and basic education, professional training, and education in leisure time <p>The development of continuing education and adult training in Greece in the last decades is due to:</p> <ul style="list-style-type: none"> · weakness of formal education to correspond to the demand of citizens - and particularly of young people - for more education and training. · difficulties of adaptation of formal education in socio-economic, cultural and geopolitical developments. · confrontation of illiteracy and more generally undereducation. · efforts of fighting against unemployment and particularly unemployment of young people, with their subsidised training in new specializations. · efforts of literacy, school integration and education of immigrants, refugees and linguistic and cultural minorities. · development of activities in leisure time. · education on relationship between parents and children · effort of development of citizenship. <p>Especially the courses on Adult Education aims at developing the following competencies :</p> <ol style="list-style-type: none"> Capacity of analysis and synthesis Capacity for applying knowledge in practice Basic general knowledge in the field of adult education Capacity to adapt to new situations Problem solving Ability to communicate with non experts in the field Project design <p>In addition, the courses aims at developing specific skills in educational sciences :</p> <ol style="list-style-type: none"> Ability to do educational research in different contexts. Ability to manage educational programmes 	<p>7th FALL OPTIONAL</p>
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<p>SOCIOLOGY OF EDUCATION</p> <p>Content:</p> <p>The course aims at a systematic presentation and analysis of issues relating to the following topics: Social classes, social mobility, social reproduction and school, economic, cultural, social capital and school, <i>habitus</i> of the social class and school, reasoning of selection and distribution of pupils into schooling, control of the flow of pupils, inequalities in Greek society and education, the ideology of meritocracy and the equal opportunities (Greek empirical surveys).</p> <p>Preparation in class: 2 credit</p> <p>Literature review: 1 credit</p> <p>Exam preparation: 1 credit</p>	<p>1st</p> <p>FALL</p> <p>REQUIRED</p>
<p>SOCIOLOGY</p> <p>The course aims at a systematic presentation and analysis of issues relating to following topics: history of Sociology, the social patterns of action, the social roles, the mechanisms of social control, classical meanings and theories of the social structure and frame (synchronic static aspect of the Society): total – partial society, structure – frame, institution, system, function, social evolution and social change, elite, social movements, groups of pressure, the industrialization and underdevelopment, the inclination to modernization, the social conflicts, the revolutionary processes, the resistance to change.</p> <p>Preparation in class: 1 credit</p> <p>Literature review: 1 credit</p> <p>Exam preparation: 1 credit</p>	<p>2nd</p> <p>SPRING</p> <p>OPTIONAL</p>
<p>SOCIETY, ICT's AND EDUCATION: A SOCIOLOGICAL APPROACH</p> <p>The course aims at a systematic approach and analysis of issues relating to the changes that the introduction and use of ICT in education can provoke. Especially, the digitalisation of school knowledge and the technologization of classrooms create a new environment for teachers and pupils to act in. The implication of technology leads to revolutionary changes in the educational system and to important changes within the fields of education.</p> <p>Most important, this technology creates and increases the size and capabilities of producing and offering knowledge. The handling of this new educational environment forces us to adopt a new regulative structure. The introduction of the ICT in education can only be understood in its cultural dimension.</p> <p>Preparation in class: 1 credit</p> <p>Literature review: 1 credit</p> <p>Exam preparation: 1 credit</p>	<p>8th</p> <p>SPRING</p> <p>OPTIONAL</p>

<p>PUPIL ASSESSMENT AND EVALUATION</p> <p>Pupil assessment is one of the most important fields in pedagogy. The specific course aims at the theoretical investigation of the issue of pupil assessment as well as at the acquisition of the specialized knowledge and skills that are needed by every educationalist towards the application of effective assessment methodologies in class. Aims of the course are:</p> <ul style="list-style-type: none"> -The understanding and analysis of the basic theories in the field of pupil assessment -The description and critical presentation of the representative trends in the field at different times. Pupil assessment involves preparation of lesson plans in which curriculum and instruction are related to transformative assessment for learning. <p>Student assessment is based on</p> <ul style="list-style-type: none"> • Creative participation in seminars • A report • Written exams 	<p>4th SPRING REQUIRED</p>
<p>EDUCATIONAL EVALUATION</p> <p>Educational evaluation has been a field of interest to researchers from various disciplines such as Psychology, Sociology, Economics, Education and Educational Policy.</p> <p>This course is concerned with the issue of educational evaluation which is approached from a multiplicity of theoretical and empirical perspectives. Models of educational evaluation are presented and examples of the development of education quality indicators are elaborated upon.</p> <p>The aims of the course are:</p> <ul style="list-style-type: none"> -The understanding of the basic theoretical approaches to educational evaluation -The investigation and presentation of the main models of educational evaluation -The critical study of the issues related to educational quality indicators <p>Student Assessment is based on:</p> <ul style="list-style-type: none"> • Oral presentation of issues concerning the educational evaluation • Written exams 	<p>7th FALL OPTIONAL</p>
<p>SCHOOL EFFECTIVENESS AND QUALITY IN EDUCATION</p> <p>The school effectiveness movement as well as the movement towards school improvement constitute key issues of the dominant educational discourse. This course aims at the definition of the concept of effectiveness and the description of the main effects that its application to education might have. A historical review of the relevant research field from a comparative perspective intends to deepen the understanding of current teaching practice.</p> <p>The course has the following aims:</p> <ul style="list-style-type: none"> • The definition of the concept of effectiveness • The presentation and critical analysis of the major research findings 	<p>3rd FALL OPTIONAL</p>

<ul style="list-style-type: none"> • The critical presentation of the factors that promote school effectiveness. <p>Student assessment is based on:</p> <ul style="list-style-type: none"> • Oral presentation of issues concerning the school effectiveness movement as well as the movement towards school improvement • Written exams 	
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7. DIVISION OF GENERAL SCIENCES

Director: Associate Professor A. Iordanidou

AIMS:

The first aim of the Division is:

- a) To provide knowledge in the subject area of the Division and specifically in topics of relevance to Elementary Education.
- b) To inform and update on scientific developments in the various fields which are the object of study of the first six grades of schooling.

The second aim of the division is:

- 1) To help students realize how the knowledge and information of the subject areas taught in elementary school is connected to the historical evolution in those fields.
- 2) To help students realize how the psychological, pedagogical and sociological theories in the particular areas studied in elementary school are interconnected, so as to enable them as future educators to help children discover knowledge through the use of appropriate teaching approaches.
- 3) To familiarize future teachers with information and educational technologies, so that they will be able to introduce their pupils to them.
- 4) To provide general education so as to enable students to develop critical thinking.
- 5) To teach the branches of Philosophy, in order that students acquire philosophical education and at the same time appreciate the osmosis between all branches of the Humanities and other sciences.
- 6) The Division also aims at familiarizing students with current terminology in the Humanities and Sciences.

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Aesthetics Circle:

Special Laboratorial and Teaching

Laboratories:

a)Laboratory of Computers and Educational Technology

Director: Assistant Professor C. Panagiotakopoulos

b)Laboratory of Sciences

Director: Associate Professor G.Ioannidis

c)Laboratory of Theoretical Studies

Director: Associate Professor

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COURSES	SEMESTER	REQUIRED /OPTIONAL	TEACHING–RESEARCH FACULTY
<ul style="list-style-type: none"> • Introduction to Philosophy I • Introduction to Philosophy II • Modern Greek Enlightenment and Education 	1 st FALL 2 nd SPRING 4 th SPRING	REQUIRED OPTIONAL OPTIONAL	I. Dellis Professor Dean of the School of Humanities and Social Sciences Specialisation : Philosophy with an emphasis on Gnosiology- Ethics and Philosophy of Education Contact : Tel: + 302610996164 Email : dellis@upatras.gr
<ul style="list-style-type: none"> • Introduction to Physics I • Introduction to Physics II • Contemporary Physics • Using Computers in Organization and Administration 	3 rd FALL 4 th SPRING 4 th SPRING 7 th FALL	REQUIRED OPTIONAL OPTIONAL OPTIONAL	G. Ioannidis Associate Professor Specialisation : Experimental Particle Physics (Construction, development and application of software) Contact :: Tel: + 302610969720 Email: gsioanni@upatras.gr
<ul style="list-style-type: none"> • Modern Greek Language I • Modern Greek Language II • Linguistics and Language Teaching 	1 st FALL 4 th SPRING 6 th SPRING	REQUIRED OPTIONAL OPTIONAL	A. Iordanidou Associate Professor Specialisation : Modern Greek Language with emphasis on Primary School Teaching Contact : Tel: + 302610-997878 Email: A.Iordanidou@upatras.gr

<ul style="list-style-type: none"> Mathematics Geometry Teaching Special Topics in Learning and Teaching Mathematics 	1 st FALL 7 th FALL 8 th SPRING	REQUIRED OPTIONAL OPTIONAL	D. Potari Associate Professor Specialisation : Contact :: Tel:+ 302610-997734 Email: potari@upatras.gr
<ul style="list-style-type: none"> Introduction to Computer Science Computers in the Laboratory Educational Multimedia Software Computers and Education 	2 nd SPRING 2 nd SPRING 3 rd FALL 7 th FALL	REQUIRED REQUIRED OPTIONAL OPTIONAL	Ch. Panagiotakopoulos Assistant Professor Specialisation : Educational Technology: Production and Use of Educational Multimedia Software Contact : Tel:+ 302610997907 Email: cpanag@upatras.gr
<ul style="list-style-type: none"> History of Modern Greece I History of Modern Greece II History of Modern Greece III History of Modern Greece IV 	3 rd FALL 4 th SPRING 6 th SPRING 7 th FALL	REQUIRED OPTIONAL OPTIONAL OPTIONAL	A.Fotopoulos Lecturer Specialisation : Modern Greek History Contact : Tel:+ 302610997773 Email : joas@otenet.gr
<ul style="list-style-type: none"> Modern Greek Literature I Modern Greek Literature II 	3 rd FALL 6 th SPRING	REQUIRED OPTIONAL OPTIONAL	Th. Niftanidou Lecturer Specialisation : Modern Greek Literature Contact : : Tel:+ 302610-996190 Email:

<ul style="list-style-type: none"> Children's Literature 	7 th FALL		niftanid@upatras.gr
<ul style="list-style-type: none"> Introduction to Literary Theory 	8 th SPRING	OPTIONAL	
<ul style="list-style-type: none"> Creative Method of Theatrical Games Contemporary Dance –History, Education, Creation Dance in Education Drama in Education – Didactics of Theatre Arts Theory of Physical Education Experimental Kinesiology 	1 st FALL 2 nd SPRING 3 rd FALL 4 th SPRING 6 th SPRING 7 th FALL	OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL	M.Galani Special and Laboratorial Teaching Staff Specialisation : Physical Education Contact : : Tel: + 302610997735 Email: M.Galani@upatras.gr
<ul style="list-style-type: none"> Aesthetic Categories and the Social Value of Art I Aesthetic Categories and the Social Value of Art II Practical Exercises in Art Education I Practical Exercises in Art Education II Educational Methodology of Art Education I Educational 	3 rd FALL 4 th SPRING 4 th SPRING 7 th FALL 6 th SPRING 7 th	OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL	M.Farmakidou Special and Laboratorial Teaching Staff Specialisation : Aesthetics Education Contact : : Tel: + 302610997735 Email: farmak@upatras.gr

Methodology of Art Education II	FALL		
<ul style="list-style-type: none"> History of Music I History of Music II Theory of Music I Theory of Music II Instrumentology – Music Pedagogy Choir 	3 rd FALL 4 th SPRING 1 st FALL 2 nd SPRING 6 th SPRING 7 th FALL	OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL	E.Vikatou Special and Laboratorial Teaching Staff Specialisation : Music Pedagogy Contact : : Tel:+ 302610997735 Email: E.Vikatou@upatras.gr
<ul style="list-style-type: none"> Elements of Drawing Mixed Techniques and Applied Arts Sculptural Constructions Using Various Materials Set Design and Construction for Theatrical School Performances Study of Folk Art Motifs 	2 nd SPRING 4 th SPRING 7 th FALL 8 th SPRING 6 th SPRING	OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL	N.Pressas Special and Laboratorial Teaching Staff Specialisation : Aesthetics Education Tel:+ 302610997735 Email: npressas@upatras.gr

COURSE TITLES AND DESCRIPTIONS	SEMESTER (FALL/ SPRING) REQUIRED/ OPTIONAL
<p>INTRODUCTION TO PHILOSOPHY I</p> <p>The course covers the following themes:</p> <p>A. Historic division of Philosophy. Definition(s) of Philosophy. Relationships of Philosophy with branches of the Educational sciences. Philosophy as a part of civilization. Reasons for the birth of Philosophy. Relationships between Philosophy and the sciences. Classification of the sciences. Relationship between Philosophy and political theory. Philosophy and art. Relationship between Philosophy and religion. Philosophy and contemporary man. The concept of method. Methods. Divisions of Philosophy. Scientific revolution and “new science” (17th century). Contribution of ancient Greek Philosophy to the progress of science and Natural Philosophy.</p> <p>B. <u>Gnosiology</u> or Epistemology Definition and content. Historic evolution of Gnosiology kinds of knowledge.</p> <ol style="list-style-type: none"> 1. the problem of the origin of Knowledge. <ol style="list-style-type: none"> a. Rationalism. The Cartesian theory and the theory of Leibnitz. b. Empiricism. The theories of J. Locke, D. Hume, Th. Reid et al. c. The criticism of Kant. 2. The problem of the authority of knowledge: the criterion of truth. <ol style="list-style-type: none"> a. Dogmatism and forms of Dogmatism. b. Scepticism and its various forms c. Relativism 3. The object of knowledge: <ol style="list-style-type: none"> a. Scientific realism, its birth and development in the 17th century b. Ideocracy c. Phenomenology (Husserl et al.) <p>Theories of the idea of Truth.</p> <p>Memory and knowledge: philosophical theories of memory.</p> <p>Conception and knowledge: theories of conception.</p>	<p>1st FALL REQUIRED</p>
<p>INTRODUCTION TO PHILOSOPHY II</p> <p>The course addresses the following issues: Definition and content of Ethics. Relationship of Ethics with other human sciences. History of Ethics. Divisions of Ethics. The Aristotelic analysis of Human action. The nature of Morality. Teleological theories: Sensualism, utilitarianism, theory of Action.</p> <p>The issue of moral conscience. Theories about the genesis of moral conscience. The issue of freedom of the will. Determinism – indeterminism. Human rights and moral philosophy. The developments in Physics and the issue of freedom of the will</p>	<p>2nd SPRING OPTIONAL</p>

(principle of indeterminacy). Properties and development of will. Duty. Personal morality. Theory of values and Education. Environmental ethics. Professional ethics. Issues of philosophical counselling.	
MODERN GREEK ENLIGHTENMENT AND EDUCATION The course includes a summarized history of Modern Greek Philosophy (periods, representatives, trends) from 1500 until the beginning of Modern Greek Enlightenment (ca 1750). Influences of European Enlightenment on Modern Greece. Physiology on Modern Greek Science. Analysis of philosophical theories of Education of the most important representatives : Vikentios, Damodos, E. Boulgaris, I.Moisiidakas, Gabriel Kallonas, K.Koumas, R.Feraios. D.Katartis. The role of Philosophy in the preparation of the Greek Revolution and the Education of the Greek Nation. The exact sciences in Modern Greek Enlightenment	4 th SPRING OPTIONAL
INTRODUCTION TO PHYSICS I The content of the course consists of the following topics: a. <u>General physics</u> : Terms, vectors, laws of motion, work and energy, impact, circular motion, hydrostatics, harmonic motion, waves, sound and acoustic gravity, planetary movements, simple mechanics, flow of liquids b. <u>Thermometry</u> : expansion of solids, liquids and gases, heat and work, thermal engines, liquidification of gases at low temperatures, heat and atmospheric phenomena, meteorological phenomena and seasons, entropy. c. <u>Physics and school</u> . Physics and other school subjects. Physics and every-day life.	3 rd FALL REQUIRED
INTRODUCTION TO PHYSICS II This course focuses on the following issues: Electrical load and electrical field. Conductors and insulators. Law of Coulomb. Electrical powers. Electrical flow. Law of Gauss. Electrical potential energy. Experiment of Millikan. Cathode tube. Condensers. Junction of condensers in row and parallels. Electrical row. Special resistance and resistance of conductor. Junction of resistances in row and in parallels. Rules of Kirschoff. Magnetism and magnetic field of earth. Magnetic field of moving load. Law of Ampere. Electromagnetic inductance. Inductive electrical fields. Law of Faraday. Law of Lenz. Equations of Maxwell. Self-induction. Mutual induction. Alternating current. Electromagnetic streams. Radiation of electromagnetic spectrum. Nature and spread of light. Reflection. Geometrical Optics. Photographical mechanics. Human eye. Magnifying glass. Microscope. Telescope. Photons.	4 th SPRING OPTIONAL
CONTEMPORARY PHYSICS The course covers topics related to: the extremely small – discharges in gases, spectrums, Probabilistic physics, aprosdioristias principle, waves and particles. The extremely fast – Relativity, time and space continuum, gravity. Atomic physics. Nuclear physics. Physics of elementary particles.	4 th SPRING OPTIONAL

Cosmology-Creation of the universe. Use of concepts of modern physics to explain everyday phenomena at school.	
USING COMPUTERS IN ORGANIZATION AND ADMINISTRATION The content of the course includes the following: Principles of Computerisation. Study of expediency. Analysis of computer systems. Administration through the use of computers. Controlling a computer. Organizing a hard drive. Details of different types of computers, putting an emphasis on microprocessors. The four types of programmes necessary for every administrative unit. Evaluation of educational programmes. Education using computer programmes. Organizational criteria in computerization. Personnel – relationships. User friendly computing. Evaluating offers – parameters and methods. Inter-computer communication. LAN and WAN. Communication protocols. Use of computers at schools for administrative purposes and increase of productivity. Computerization of school inspectorates for administrative and educational research purposes.	7 th FALL OPTIONAL
MATHEMATICS The course studies the historical development of mathematics and its applications. Emphasis is given to problem solving, investigational work and mathematical processes like proof and justification. The course content addresses the following topics: Numbers and arithmetic; The structure of arithmetic operations; Sets of numbers; Number Sequences; Elements of Number Theory; Algorithms; Geometrical Transformations; Functions and graphs. Evaluation is based on a final examination (80%) and a portfolio assignment (20%).	1 st FALL REQUIRED
SPECIAL TOPICS IN LEARNING AND TEACHING MATHEMATICS The course focuses on basic mathematical concepts taught in elementary school. These concepts will be considered from three perspectives: a) the epistemological analysis of the concepts b) children's understanding of these concepts, and c) the development of instruction that promotes understanding. The course covers the following topics: The concept of number and the counting process; Number operations; Rationals, integers and real numbers; Geometrical shapes and solids; Measurement (length, area, volume); Propability. Evaluation is based on a final examination (60%) and a portfolio assignment (40%).	8 th SPRING REQUIRED
GEOMETRY TEACHING The course focuses on epistemological and didactical issues concerning Geometry. In particular, it examines the nature of geometrical concepts, the role of Geometry in Mathematics, its development, the types of Geometry, the deductive process and the concept of proof. In terms of didactical issues, the course studies children's conceptions, the process of visualization, the role of open environments in teaching and learning mathematics The students will explore geometrical problem solving, investigate children's thinking and design teaching activities.	7 th FALL OPTIONAL

Evaluation is based on an essay (60%) and a portfolio assignment (40%).	
<p>MODERN GREEK LANGUAGE I The course focuses on the description and analysis of the basic grammatical phenomena of modern Greek, especially regarding phonology and morphology (phonemes, noun declination and verb conjugation system). The course examines the teaching of school grammar using contemporary linguistic approaches adapted to language arts teaching.</p> <p>MODERN GREEK LANGUAGE II The course studies central issues in syntax and semantics which are of immediate interest to the user and future teacher of the language (syntactic transformations, functions of prepositions and conjunctions, loans, synonyms, antonyms, etc.).</p> <p>LINGUISTICS AND LANGUAGE TEACHING The course provides a historic overview of language teaching methods. It presents the tenets of the main linguistic schools as they apply to language teaching. Emphasis is given to theories of Sociolinguistics and the Communicative Approach. Specific suggestions for applications to language arts teaching in primary schools are provided. Useful information in relation to the course can be found in: http://www.komvos.edu.gr http://www.kleidiakaintikleidia.net</p>	<p>1st FALL REQUIRED</p> <p>4th SPRING OPTIONAL</p> <p>6th SPRING OPTIONAL</p>
<p>INTRODUCTION TO COMPUTER SCIENCE The aim of this course is to familiarize students with the technologies of information and communication, which are closely interconnected with contemporary educational practices and the administration of educational units. Among other theoretical issues, the course covers: A historic overview – important dates in the development of computers, introduction to the structure and operation of a computer, introduction to data processing methods, operational systems, programming languages and applications, viruses, peripherals. The course includes lab practice in the use of computers and peripherals. Course material includes: Power-point slides computer peripherals.</p> <p>COMPUTERS IN THE LABORATORY The aim of this course is to familiarize students with information- and communication technologies in a laboratory environment. The course analyzes the impact of computer networks and the Internet on modern society (education, arts, entertainment, e-commerce, e-work, e-crime) and provides information on the most recent developments. The course includes practice in Microsoft Windows, Word, Excel, PowerPoint, Paint, Internet Explorer and Outlook Express. Student evaluation is based on final examinations. The course material includes: PowerPoint slides, computers peripherals and lesson sheets.</p>	<p>2nd SPRING REQUIRED</p> <p>2nd SPRING REQUIRED</p>

<p>EDUCATIONAL MULTIMEDIA SOFTWARE</p> <p>The course aims at providing students with skills for the creation and evaluation of educational multimedia software. The course includes, among others, information on:</p> <ul style="list-style-type: none"> (a) software creation tools, (b) the context of software creation, (c) the evaluation of educational multimedia software. <p>The course includes practice in the use and creation of educational multimedia software.</p> <p>Student evaluation consists of a final examination and an essay</p> <p>The course material includes PowerPoint slides, educational cd-roms, lesson sheets.</p> <p>COMPUTERS AND EDUCATION</p> <p>The aim of this course is to study and establish the capabilities offered to the educator through the use of computers and educational software. Among others, the course addresses the following issues: the role and place of the computer in education, child and computer, teacher and computer, educational software and the power of multimedia, teaching methods using computers, learning theories and educational software. The course includes practice in the use of educational multimedia software in learning and teaching.</p> <p>The evaluation is based on essay.</p> <p>Course materials include PowerPoint slides, educational cd-roms, lesson sheets.</p>	<p>3rd FALL OPTIONAL</p> <p>7th FALL OPTIONAL</p>
<p>HISTORY OF MODERN GREECE I</p> <p>This course provides a survey of the main topics of Modern Greek History from the capture of Constantinople (1453) to the present day: Turkish domination, Revolution of 1821, Government of Capodistrias, Regency, Reign of Othon, Reign of George I, Balkan wars, National strife, Mid War period, Dictatorship of 4th August, Greek-Italian and Greek-German war (1940-1941), Axis Occupation, Resistance, Civil War, Postwar Greece. (Use of relevant sources is provided). Student evaluation is based on final examination_</p> <p>HISTORY OF MODERN GREECE II</p> <p>The course provides a detailed presentation of topics concerning the history of Hellenism under Turkish domination (1453-1821): Church, education, intellectual life, Enlightenment, armed corps, revolutionary movements. Student evaluation is based on final examination or essay.</p> <p>HISTORY OF MODERN GREECE III</p> <p>The course contains a detailed presentation and analysis of special topics (political, military, social and cultural) of Modern Greek History (1453-2000) in conjunction with the use of related sources.</p>	<p>3rd FALL REQUIRED</p> <p>4th SPRING OPTIONAL</p> <p>6th SPRING OPTIONAL</p>

<p>These topics are of relevance to Primary School teaching. At the same time the course addresses issues in the theory, methodology and teaching of History. Student evaluation is based on final examination or essay.</p> <p>HISTORY OF MODERN GREECE IV</p> <p>The course covers the following topics: Hellenism and the peoples of the Near East I; Arab and Islamic World; History (from the pre-Islamic era to the Modern Era) and Civilization. Relations with Hellenism in Antiquity, the Middle Ages, the Modern and Contemporary era; The Greek communities in the Arab countries; The contribution of Greeks to Arabic and Islamic studies II; The Turks (Seljuks, Ottomans and Modern Turkish State): History, civilization, relations with Major Hellenism and the Greek State.</p> <p>Student evaluation is based on final examination or essay.</p>	<p>7th FALL OPTIONAL</p>
<p>MODERN GREEK LITERATURE I</p> <p>The course provides an introduction to Modern Greek literary studies: disciplinary definitions, terminology and method, presentation of the dominant principles of the scientific study of literature. Introduction to the history of Modern Greek literature: (i) Spatio-temporal definition and a brief study of the main phases of the Modern Greek literary production from the early times to the 18th century. (ii) Analytical study of the main issues in 19th and 20th century Greek literature. Student evaluation is based on final examination.</p> <p>MODERN GREEK LITERATURE II</p> <p>This course uses representative works to study significant chapters in the history of Modern Greek literature. Special course topics will be chosen from the following: Dionysios Solomos and the Ionian School, the poetry of Andreas Kalvos, the First Athenian School in poetry and fiction, the New Athenian School in poetry and fiction, C.P. Cavafis, A. Sikelianos, N. Kazantzakis, the poetry of K. Karyotakis and the generation of 1920s, the generation of 1930s in poetry and fiction, post-war poetry and fiction, literary criticism, the essay. The course also includes issues in the teaching of Modern Greek literature.</p> <p>Student evaluation is based on final examination. Students will be given the option to write an essay.</p> <p>CHILDREN'S LITERATURE</p> <p>The course aims to explore notions and methods for the systematic study of children's literature. This includes:</p> <p>(a) a definition of children's literature as a special cognitive subject;</p> <p>(b) a historical outline of Modern Greek and European children's literature and an analysis of selected literary works in poetry and fiction ; and, finally,</p>	<p>3rd FALL REQUIRED</p> <p>6th SPRING OPTIONAL</p> <p>7th FALL OPTIONAL</p>

(c) a critical approach to children's literature in the light of contemporary literary theory as well as an analysis of the impact of children's literature on pupils' linguistic and cultural evolution. Student evaluation is based on a final examination. Students will be given the option to write an essay.

INTRODUCTION TO LITERARY THEORY

The course provides an introduction to significant chapters of contemporary literary theory, definition of the discipline and its main principles, presentation of the dominant Schools and tendencies of 20th century theoretical thought, discussion of Aristotle's treatise *On Poetics*, and of Modern Greek literary theory. It examines some special questions, such as (a) the possibility of use of literary theory instruments in the act of teaching; (b) the synthesis of contemporary theoretical thought with the disciplines of linguistics, philosophy and psychoanalysis (etc.) and (c) its relation with the fields of literary criticism and comparative literature. Student evaluation is based on a final examination. Students will be given the option to write an essay.

8th
SPRING
OPTIONAL

AESTHETICS CIRCLE –

Special and Laboratorial Teaching Staff

COURSE TITLES AND DESCRIPTIONS	SEMESTER (FALL /SPRING) REQUIRED - OPTIONAL
THEORY OF PHYSICAL EDUCATION The course covers the following topics: 1. History of Physical Education (ancient civilizations of the East, central America, Egyptian, Minoan and Mycenaean civilization, time of Homer, Olympics) 2. Terminology of Physical Education. 3. Context of Physical Education. Movement as the prime mean of Physical Education. The game in Physical Education (Game theories) 4. Didactics of Physical Education 5. Elementary school physical education programmes.	6 th SPRING OPTIONAL
DANCE IN EDUCATION The course addresses the following: Dance as physical education, as art and as integration. The body as a vehicle for social history – Social systems and dance. Types of dance. Aspects of Rhythm. The course contains the following components: Introduction to the musical and motive - Orff system and rhythmical education - system of Dalcroze Traditional Greek folk dances. Teaching of Greek dances (“Kalamatianos” “Syrts sta tria” “Koftos” “Tsamikos” “IkaRiotikos” “Zonaradikos” “Kariatidon” “Hasaposervikos” “Hasapikos” e.t.c.) European Dances. Teaching of Tango and Waltz Expression Primitive of France Schott- Bilman. Completion of opposites, symbolism, rhythm, the relation to the ground, the plainness of the movements, the repetition, the power, dynamics, the oscillation, the call – answer and the use of voice. Corporal techniques, exercises – movements, archetypes, rituals. Feet – exercises to the rhythm of tam –tam. Improvisation with the voice on a rhythmical base. Last dance. Typical programme Method of creative - kinetic expression of R.V. Laban. Structural analysis of movement. (Weight, space, time, flow. The body, the energy, flow dynamics and the relationship) Teaching creative dance at the elementary school.	3 rd FALL OPTIONAL
CONTEMPORARY DANCE – HISTORY, EDUCATION, CREATION The course covers the following:	2nd SPRING

[illegible]

environmental education e.t.c.).	
DRAMA IN EDUCATION – DIDACTICS OF THEATRE ARTS The course consists of the following components: <ol style="list-style-type: none"> History of drama and theatre The ancient Greek theatre. Tragedy and comedy. Types of theatre Social function of theatre Theatrical techniques in education. Image theatre. Forum theatre of Augusto Boal.. Stanislavski 's system. Brecht 's method. Grotovski's method. Role playing Breath exercises and speech training Dramatic reading – tale reading Scenic version of a non theatrical text Synthesis and directing of a play Ways of text invention (Suggested possibilities from J.Rondari), Myth making Structure of theatrical text Transcription of literary texts as dramatic texts Theatrical action in language teaching. (Structural and communicative approach). 	4 th SPRING OPTIONAL
AESTHETIC CATEGORIES AND THE SOCIAL VALUE OF ART I The course addresses the following topics: Meaning of aesthetics. What constitutes a work of art and the laws which govern a work of art. The work of art as a carrier of messages. The polyphonic character and autonomy of painting. Kinds and thematic divisions of painting. Byzantine art. Principles of the interpretation of conceptual phenomena. The social role of Byzantine art. Renaissance: Origins, characteristics, phases. Baroque, 17 th century painting. Manierism, El Greco.	3 rd FALL OPTIONAL
AESTHETIC CATEGORIES AND THE SOCIAL VALUE OF ART II Topics covered in this course include: 18 th century painting. Rococo. 19 th century painting. Classicism, Romanticism, Realism, idealistic trends and academic painting. Impressionism and post-impressionistic trends. 20 th century painting and the turn away from visual reality (fauvism, expressionism, surrealism, cubism, futurism, abstract art).	4 th SPRING OPTIONAL
PRACTICAL EXERCISES IN ART EDUCATION I The course touches upon the following subjects: Visual perception – communication. Analysis of pictorial elements (point – line – form). Synthesis of pictorial elements. Synthesis of simple geometrical forms. Color and color perception. Psychological properties of color. Mixing colors. Basic and complementary colors.	4 th SPRING OPTIONAL

Classification systems of chromatic relationships. Color techniques. Applications of those techniques to works of art.	
PRACTICAL EXERCISES IN ART EDUCATION II The course addresses the following themes: Color harmonies. Harmonies based on color contrasts. Chromatic phenomena. Color degradations. Warm and cold colors. Painting and the technique of collage. Constructions with mixed materials and techniques.	7 th FALL OPTIONAL
EDUCATIONAL METHODOLOGY OF ART EDUCATION I The course studies “children’s art”. It addresses the stages in the development of children’s drawings. Teaching art to elementary school children and methods for children to express themselves creatively with various materials and techniques (painting, sculpting, collage). EDUCATIONAL METHODOLOGY OF ART EDUCATION II The course examines ways of teaching art to elementary school children and methods for children to express themselves creatively with various materials and techniques (masks, constructions with various materials, engraving, printing, reliefs, clay).	6 th SPRING OPTIONAL 7 th FALL OPTIONAL
HISTORY OF MUSIC I The course studies the music of ancient civilizations, of the Middle Ages, the baroque period and the classical period. It examines morphological elements of baroque and classical pieces.	3 rd FALL OPTIONAL
HISTORY OF MUSIC II The course focuses on the music of the Romantic Period. It studies biographies of composers and differences in their compositions. It includes listening to romantic symphonic pieces and study of music scores. Modern music trends and abstracts of composers’ biographies.	4 th SPRING OPTIONAL
THEORY OF MUSIC I The course studies musical notation and its evolution from the beginning to Renaissance. It examines prosody, the formation and institution of the written code in the language of music and elements that are related to the interpretation of musical pieces and practice (rhythmical reading).	1 st FALL OPTIONAL
THEORY OF MUSIC II The course addresses the following issues: Study of musical	2 nd SPRING OPTIONAL

<p>distances, musical scales, symbols of singing notation and abbreviations. Study of vertical combinations of sounds and their application (rhythmical and melodic reading).</p> <p>INSTRUMENTOLOGY – MUSIC PEDAGOGY</p> <p>The course focuses on instrumentology (identification of the musical instruments of a symphony orchestra) using sound excerpts of baroque, classical, romantic and modern pieces). Characteristics of instruments. Music pedagogy for young ages.</p>	<p>6th SPRING OPTIONAL</p>
<p>CHOIR</p> <p>The course covers theory on the makeup of choirs and on choir practice. It includes choral songs (songs for duet, trio and for quartet).</p>	<p>7th FALL OPTIONAL</p>
<p>ELEMENTS OF DRAWING</p> <p>The course focuses on:</p> <ol style="list-style-type: none"> The investigation of ways of drawing in the process of reproducing visual experience (line, point, form, shading, synthesis of geometrical and non-geometrical forms, perspective, etc.). The understanding of the nature of various drawing materials: ink, charcoal, pencil, ballpoint pen, markers, pastels. 	<p>2nd SPRING OPTIONAL</p>
<p>MIXED TECHNIQUES AND APPLIED ARTS</p> <p>The course provides experimentation with mixed techniques in the applied arts: printing with linoleum on collage (the technique of poster printing); Ink and oil pastels (the technique of Batik); Acrylic and oil pastels (the technique of oil painting); Egg tempera with dry pastels (the technique of icon painting); Enamel paint on glass (stained glass); Mosaics with stones on colored plaster (the technique of mosaics).</p>	<p>4th SPRING OPTIONAL</p>
<p>SCULPTURAL CONSTRUCTIONS USING VARIOUS MATERIALS</p> <p>This course deals with the following topics:</p> <ol style="list-style-type: none"> Sculptural constructions using various materials (stones, shells, bones, paper, cloth, photographs, plastics etc.). Using recyclable or other materials for the drawing of: <ol style="list-style-type: none"> The environment: models of towns or cities, models of houses, furniture, engines etc. (as well as the making of theatre props). The physical shape of the human form: models of the human head and skeleton (construction of carnival figure). 	<p>7th FALL OPTIONAL</p>

<p>SET DESIGN AND CONSTRUCTION FOR THEATRICAL SCHOOL PERFORMANCES</p> <p>This course contains in situ application of the artistic experience of previous semesters (elements of sculpting or sculptural constructions using various materials) for the organization of the staging of a play in an elementary school.</p> <p>The course is delivered in a group format and involves the staging of school play for grades 5 and 6.</p>	<p>8th SPRING OPTIONAL</p>
<p>STUDY OF FOLK ART MOTIFS</p> <p>The course aims at awakening students' appreciation for folk art through the recording and processing of folk art motifs found on fabrics, clay, wood, stone or iron.</p> <p>The whole process will be undertaken with the use of plaster or papier mâché, collage, painting on glass (simulating stained glass) or linoleum printing.</p> <p>At the same time, basic information on the position, nature, morphology, history and aesthetic values of the place of origin of folk motifs will be provided.</p> <p>This course envisions to arouse interest in the study and research of motifs of the wider Mediterranean culture and aesthetics.</p>	<p>6th SPRING OPTIONAL</p>

Appendix

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